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ABSTRACT

This action research project investigated a modified integrated curriculum for students in a multiage classroom who lacked personal and social skills. The lack of such skills in the prekindergarten through first-grade students was documented by means of teacher observations, summary reports, daily behavior reports, student portfolios, discussions with other teachers, and test scores. Data revealed that the students had problems with poor listening, off-task behavior, high levels of dependency on older peers within the class, disruptive behavior due to high frustration levels, low participation in classroom activities, and inability to make transitions successfully from group to independent activities. An examination of curriculum content and instructional strategies revealed few opportunities for students to make choices, no integration of the desired social skills in the curriculum, ineffective team-building strategies, and inappropriate implementation of individual monitoring plans. Two interventions were selected: a revised and enhanced approach to implementing the Second Step Program (Committee for Children), and a mandatory staff development workshop that focused on instructional strategies and curriculum enhancements to more effectively develop students' personal and social skills. Post-intervention data indicated an improvement in the students' transfer of social skills in daily real-life situations, an improvement in their approach to resolving conflicts, and an increase in their ability to work cooperatively. (Seven appendices include checklists and questionnaires. Contains 31 references.) (EV)

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Developing Emotional Intelligence in a Multiage Classroom

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An Action Research Project Submitted to the Graduate Faculty of the

School of Education in Partial Fulfillment of the

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May, 2000

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ABSTRACT

This study describes a modified integrated curriculum for students who lack personal and social skills in a multiage classroom. The targeted population consisted of prekindergarten through first grade students in an urban community, located in central Illinois. The lack of student personal and social skills was documented through data gathered from teacher observations, summary reports, daily behavior reports, student portfolios, and discussions with other teachers.

The probable cause data revealed that students lack personal and social skills related to poor listening, off task behavior, high level of dependency on older peers within the class, disruptive behavior due to high frustration levels, low participation in classroom activities and inability to transition successfully from group to independent activities. Consideration of prior curriculum content and instructional strategies revealed few opportunities to make choices, the anticipated skills were not being integrated through the curriculum, team building strategies were not effectively used, and individual monitoring plans were not appropriately implemented.

When suggested solution strategies were reviewed in relation to analysis of the problem setting, the selection of two major categories of intervention were made. The following are two major categories of intervention: a revised and more enhanced approach to implementing the Second Step Program (Committee for Children); and a mandatory staff development workshop that focused on instructional strategies and curriculum enhancements to more effectively develop personal and social skills of students.

Post intervention data indicated an improvement of the students transfer of social skills, in daily real life situations, an improvement in their approach to resolving conflicts and an increase in their ability to work cooperatively.

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The students of the targeted multiage prekindergarten, special education prekindergarten, and two regular division kindergarten-first grade classrooms lack the personal and social skills necessary to become competent and interactive participants in a multiage classroom. The absence of these skills also significantly affects their ability to make appropriate choices and use behavior that is expected in daily life situations. Evidence for the existence of the problem includes anecdotal records, daily behavior reports, teacher observations, summary reports, student portfolios, video records, and discussions with other teachers.

Immediate Problem Context

Research is being conducted in four classrooms that exist in two separate schools. The schools will be identified as School A and School B. School A houses Classroom A while School B houses Classrooms B, C, and D.

School Descriptions

School Description A

The school is located in a medium size city in the Midwest. It sits in the heart of the city's largest federal housing project. The three story brick structure stands out from the projects as one of the few buildings free of gang symbols and graffiti. This building is designated as a Title I School.

The building was constructed in 1901 with additions built in 1922 and again in 1949. Due to a growing community in 1959, a third addition was built to provide more classrooms. Numerous windows originally graced the building's exterior and many were bricked over in the 1970's to conserve energy giving the school an appearance of isolation. The interior of the building was freshly painted in 1991. The walls throughout the school are filled with murals illustrating storybook characters and other scenes. All of the hallways are colorful and warmly decorated to welcome those who enter.

The total enrollment in the school is 476 students. The racial ethnic background is 93.7% Black and 6.3% White. Low-Income students account for the total population. Student attendance rate is 92.9% with the rate of mobility of the students at 53.3%. Chronic truancy is 11.8% with chronic truants numbering 53. The average class size is 23 students at the kindergarten, first, and third grade levels (School Report Card, 1997-98).

The school serves prekindergarten through fourth grade students. The building contains two prekindergarten, five kindergarten, four first grade, four second grade, three third grade and

three fourth grade classrooms. In addition, there are four self-contained special education classes, one kindergarten special education inclusion class, one class of early childhood special education, and one special education resource class.

The school employs 65 people; 40 are certified. Of the staff, 27 are classroom teachers with an average of 7.1 years experience in the district. Five teachers have masters degrees and seven are currently enrolled in an advanced degree program. Other certified staff include a physical education teacher, science teacher, part-time music teacher, part-time computer teacher, speech and language pathologist, and a resource teacher for children with learning disabilities. Additional support staff includes: a librarian, a Room of Discovery assistant, three Title I aides, four custodians, and six part-time cafeteria employees. Six teacher assistants provide support in the prekindergarten and special education classrooms. The office staff includes: a principal, one full-time and one part-time secretary, a home school facilitator, and a Project Target employee who works with frequently absent students. The school's pupil personnel services office is comprised of two school psychologists, two social workers, a nurse, and a secretary. One of the city's major hospitals provides an in-school health facility. A full-time registered nurse, a physician's assistant, and a counselor are available to the students, families, and staff. The racial ethnic background of all employees at the school is 70.8% White and 29.2% Black. Female employees account for 89.2% of the staff and 10.8% are male (School Report Card, 1997-1998).

The school has 31 classrooms, a music room, and a science room. There are two computer labs. One lab services kindergarten and first graders, the other is available to second through fourth graders. The school also has a library, two parent and teacher resource rooms, and teachers lounge. The large gymnasium has a stage at one end. Physical education classes are

scheduled around the lunch hours because the gym also serves as the cafeteria. The site also has a discovery room offering a variety of learning materials that provide meaningful and stimulating, hands-on, weekly experiences. The resource room has a multitude of learning materials including books, manipulatives, games, file folders and tapes. These items are available to teachers as well as to parents for check out. The site also has an in-school postal system. This is overseen by a teacher and is fully operated by third and fourth graders. The students apply for postal jobs, interview, and are paid for the various positions.

Also available at the school is a general education diploma program for adults. This is a federally funded program and provides childcare for the participants.

In addition to the many components of the building, the classrooms are well equipped with resource materials. Each room has two to four computers with one or two printers. Other technology includes: two laptop computers, three laser disc players, several televisions and video cassette recorders, a video camera, a digital camera, and a computer scanner.

Many opportunities are provided to the students both academically and for enjoyment. Several community sponsors support these programs. Some involved groups include: the local university, a nearby high school, The Boys and Girls Club, a girl scout troop, and the local cooperative extension office. Many teachers are also involved with after school activities such as music, drama, and art club. Basketball is available and often the team competes against a neighboring primary school. For students needing help academically, a reading program called Lightspan is offered as well as tutoring in specific subject areas. The school's parent and teacher

organization meets twice a month. Family nights are held once a month to encourage parental involvement. These nights are theme centered and provide parents with ideas and activities to do with their children. Dinner is usually served at these events.

Adopt-A-School partners are another feature that fosters community involvement. The local civic center provides free tickets to cultural events. The Kiwanis and labor council members volunteer monthly to read to as well as listen to students read. These two organizations also provide numerous programs for the students. A local steel company sponsors field trips, which allow students the opportunity to see the importance of a good education in the working world. In addition to these Adopt-A-School partners, several members of the community volunteer time to the school. The participants are trained and dedicated individuals. The volunteers tutor students several times a week at all grade levels.

School Description B

The school is located in a medium size midwestern city. It is housed downtown in the middle of an urban renewal area. It is a one story building enclosed by a fence, which protects children from access to streets and other dangers. The interior design of the school is responsive to the unique programs and activities that the center provides. The school's task force and architects were able to plan and develop an appropriate environment that is inviting, convenient, and accessible to those who enter. It is a facility for three to seven year olds and their families. It is the consequence of an unprecedented three year collaborative effort of lay and professional people and is further supported by the following programs: Head Start, State Board of Education

Even Start, Model Parental Training Program, and Prekindergarten At Risk, a local cable company, two local hospitals, and many other community agencies and organizations. The center opened its doors in 1993 as a facility of the local school district (School Brochure, 1997).

The school has a total of 70 staff members. This number includes a principal, one lead teacher, one part time Professional Development Coordinator, one family facilitator, 18 teachers, and 18 teacher associates. Of the 18 teachers, five have a masters degree and eight are pursuing a masters degree. Of the 18 teacher associates, five are certified, and seven are working toward their teaching degree. The combined teaching staff has an average of 9.7 years of experience.

The school support staff includes: three secretaries, two parent resource facilitators, four sibling care providers, five family support liaisons, six cafeteria workers, one medical clerk, one registered nurse, one speech pathologist, two special education resource teachers, one family literacy teacher, and three custodians.

The main entrance of the center opens into a central foyer that features a color tile mosaic and a skylight. Adjacent to the foyer is a spacious activity room, the main kitchen, administrative offices, a large meeting room, a professional developmental center, a parent lounge, a community classroom, and the learning center. From this foyer, a series of four color coded floor tile paths lead visitors to the respective classroom areas that are referred to as villages. Each village consists of three preprimary and two primary classrooms. In addition, one of the villages houses a school health center and another village the birth to three year old program. In each village a small conference room, kitchen, planning office, and laundry/shower area can be found. The villages are identified by the four colors: red, green, yellow, and blue. These colors match the color coded floor tiles. The classrooms are large open areas that are divided into smaller learning

centers. The large central area in the classroom functions as the meeting area and a space for gross motor activities. Other features of the classrooms are child-sized bathrooms, sinks, tables where meals and snacks are served, display areas for children's artwork and writing, and one to two computers per classroom. Another important aspect of each village classroom is the strategic placement of windows. These windows allow observers to have an easy view of classroom activities, provide additional natural light and give the students the opportunity to be observers of their village peers engaged in learning.

Each classroom has an exterior door that leads to a covered patio. This allows the classroom to expand outdoors where large grassy areas feature sidewalks for wheeled toys and developmentally appropriate playground equipment.

Another important feature of the school is a family health center. One of the local hospitals and a college of medicine operate the center. The health center provides a variety of services for the families and was the precedent for other health centers now opening in other schools throughout the district.

The school schedule is divided into three, forty-five day sessions, which are followed by a fifteen day recess. The school day for the students begins at 8:30 a.m. and ends at 3:00 p.m. The faculty and staff stay in the building after students leave to prepare for the next day. The school offers extended hours to provide the parents with before and after school care. Several nights a week, the school provides a variety of activities for families. Some of these activities include: Loving and Learning nights, village family nights, a monthly parent advisory board meeting, language development classes, positive discipline classes, work sampling classes, Healthy Bodies, Brain Development, The Parent Leadership Conference, and school- wide field trips which

continue a nice family and school partnership. Parents can participate in personal growth activities such as GED and Adult Education classes, and seminars on money management and budgeting. As a result of the school's focus on the relationship between brain development and child development, a variety of music compositions (especially Mozart) are played daily over the school's intercom system.

Classroom Descriptions

Classroom A

Classroom A is an early childhood special education classroom designed to accommodate the developmental needs of its users. It is located on the prekindergarten floor. The classroom has an open floor plan, which allows for movement and visibility of the students. It contains eight centers, which offer a wide variety of activities related to the acquisition of fine and gross motor skills, reading, writing, listening, language, social skills, math, and science. The classroom walls are filled with colorful, bright, and stimulating displays, some of which contain student work throughout the year. Students are greeted daily with soft music. The presence of a rabbit and green houseplant suggests that the atmosphere is one of warmth and welcome. At first glance, it is evident that the classroom is designed with the safety and appropriate development of young children in mind. Classroom A consists of a morning and afternoon session with approximately 10 students per session. Each student has an identified delay ranging from mild mental impairment to overall developmental delay. The students vary in age from 3 to 5 years old and their individual needs are addressed through the use of classroom centers and a full time

classroom assistant. The students are further served by an occupational therapy assistant, a physical therapy assistant, and a speech/language therapist as indicated on their individual education plan.

Classroom B

Classroom B is an early childhood preprimary classroom which serves eighteen 3, 4, and 5 year olds. The classroom is designed to accommodate the size and activity of this age level. It is an open room divided into seven centers with a central meeting area. Each center is created to provide a variety of activities which promote language, math, science, social skills, art, and listening skills. In addition, the centers provide activities to increase fine motor skills, and the large meeting area provides activities to increase gross motor skills. The walls contain language/literacy displays, children's art work, and the windows are covered with bright curtains. The students are greeted by two teachers and the activity of other students eating breakfast. The room has a fish tank with a variety of tropical fish, and three plants to encourage a warm, caring environment.

Classroom C

Classroom C is a kindergarten and first grade multiage class. The room is located in the yellow village of the school. There are two windows facing the playground and another window in the interior of the room facing a classroom across the hall. To the right of the front door, there are a set of cabinets, two computers, and a bulletin board displaying language and literacy activities. Along that same wall, there is another door. This door leads to adult bathrooms and the yellow village kitchen. The wall opposite the classroom door has two sinks. One is sized for adults and the other for children. Along this wall, there is a child sized drinking fountain and

bathroom. This bathroom has a mirror, toilet, sink, and garbage can, all sized for small children. Continuing along this same wall, there is a closet. Next to the closet is a set of tall cabinets. Throughout the room there are many learning centers. These centers include family living/drama, math, science, reading, listening, writing, art, blocks for building, sensory exploration, and puzzles. All learning activities are centered on a weekly shared reading big book and/or current classroom project. Language and literacy activities consist of variations between large and several small groups. Basal readers, trade books, and many teacher made activities are used. Math consists of hands on activities with the use of many available manipulatives. This classroom has 23 students, one teacher, and one teacher associate. A resource teacher provides individualized instruction for 13% of the children who have active individual education plans. The amount of minutes per week varies for each child.

Classroom D

Classroom D is a multiage classroom that provides a learning environment for five, six, seven, and eight year olds. It is located in one of four villages in the school. The physical layout of the classroom is very spacious and allows for student movement, clear visibility of students, the formation of seven appropriate sized centers and a class meeting area. The classroom has a bathroom, two sinks, two bulletin boards, one clock, and one chalkboard that are all child sized and at child level. It is also equipped with two computers, cable hook-up, a telephone, and a recording camera that is controlled from the office. On entering the classroom, one would find the presence of children's work on the wall, chairs, lamps, curtains, hanging flowers, and a park bench to soften and give the room a sense of "home". Posters, reference charts, paintings, maps, architectural layout prints, reference books, and many other genres of reading materials serve as

evidence that prove one priority of this classroom is reading. It is also evident that providing a non-threatening and safe environment as well as building a class community are priorities.

District Description

The unit school district is comprised of 14 primary schools, 12 middle schools, and 4 high schools. The total number of students is 15,503. The district also has an early childhood center for prekindergarten, kindergarten, and first graders. A magnet school for the fine arts provides services to kindergarten through eighth grade. A middle school for the academically gifted is available to fifth through eighth graders. According to the most recent District Report Card (1998-99), the students racial ethnic background is 52.7% Black, 43.6% White, 1.9% Hispanic, 1.7% Asian, and 0.1% Native American. Parental involvement within the schools is 92.4%. Student attendance rate is 92.4% with a mobility rate of 32%. Chronic truants number 1,006 which accounts for 6.8% of the student population. The high school dropout rate is reported to be 14.6%. The district services a student population from which 55.9% are low-income and 1.2% are limited English proficient. The district employs 1,042 teachers; 75.4% are female and 24.6% are male. Ninety-two percent of the teachers are White, 7.0% are Black, 0.4% Hispanic, and 0.4% Asian. The teaching staff averages 15.3 years of experience and 50.5% hold a master's degree or above while 49.4% have a bachelor's degree. The average teacher in the district earns $38,725 while the average administrator earns $66,483. The district spends $6,492 per year to educate each student. The pupil teacher ratio at the elementary level is 21.1:1 and 18.7:1 at the secondary level. The average composite score of the students taking the ACT is 22.8 and the high school graduation rate is 73.6% (School Report Card, 1998-99).

Community Description

The environment around School A is situated in the center of the city's largest housing project and is set apart from the city's businesses, medical services, cultural activities, and shopping malls. Businesses within walking distance of the school are a beauty shop, liquor store, seasonal ice cream shop, and several taverns. A city park is located within walking distance of the school. A branch of the public library is housed across the street from the site. Public transportation is readily available to area residents and a bus stop is located in front of the school.

The environment surrounding School B consists of a public park, a community center, a water park, a gas station adjacent to a strip mall, a new apartment complex, and a variety of other housing facilities. The school is within walking distance to a private college, a nursing school, and a training center for a large corporation. This same corporation provides much of the areas employment. A center which holds concerts, shows, and fun activities for families is also in the surrounding community. Public transportation is easily accessible to the community surrounding the school. Various denominations are represented in six churches that are within walking distance of the school.

The public school district serves the community of a midwestern city with a population of 112,900. It is located on a major river approximately 150 miles southwest of one of the largest cities in the United States. The community has access to major interstates as well as a regional airport. Communication reaches the city via the local affiliates of the four major television stations, a daily newspaper, and numerous radio stations.

The community provides several private elementary schools and one private high school. Higher education is offered by a private university, a junior college, a vocational school, and a

medical school. The medical school operates in conjunction with one of two hospitals located downtown. A third hospital is located in the northern part of the city and operates a health education center as well. In addition to these health services, the city also has a mental health facility.

For the residents interested in fine arts, the city supports a ballet, an opera company, a symphony orchestra, a municipal band, two theater groups, and a museum of the arts and sciences. A downtown civic center has both a theater and an arena. This arena is home to a hockey team as well as the local university's basketball team. For other recreation residents enjoy a planetarium, a zoo, and thousands of acres of parks. The city also offers several golf courses, an indoor ice rink, and a sports complex. There are several movie theaters and shopping malls. Residents from the city as well as communities around the area enjoy a riverboat casino and two professional sports franchises.

The 1990 census reports the per capita income in the city as $14,039 and the median income in all households is $26,074. Of all families with children under 18 years old, 25% live below the poverty level.

National Context of the Problem

Today, many educators, researchers, and child development specialists have found multi-age classrooms to be more effective and beneficial to meeting the needs of learners in early childhood settings. (Cotton, April 1993, p.2) Recent findings show evidence of the strong impact that multiage groupings have on the development of social skills and the opportunity for children to develop at their own pace.

An article from the St. Louis Post-Dispatch says, "Mixing age groups provides powerful opportunities to not only model academic achievement, but to refine more intangible skills like teamwork and tolerance. Multi-age (SIC) classes naturally stress cooperation rather than comparison." (1996)

According to Katz et al. (1990), mixed age grouping involves class composition that takes advantage of the heterogeneity of experience, knowledge, and skills in a group of children with an age range of more than one year.

> With these research findings and guidelines to support their work, legislators, educators, and the general public can undertake a meaningful transition of age/grade structures to non-graded arrangements for primary children. The reasoning behind such a transition is simple and compelling. As expressed by Pratt (1986, p.112): The evidence on multi-age grouping appears to confirm the basic principle that diversity enriches and uniformity impoverishes. (Cotton, November 1993, p.10)

Glasser, Kohn, and many other researchers advocate a collaborative approach to classroom organization where students become a part of the system, not victims of it. In a democratic classroom, students can practice prosocial behavior, understand important concepts, satisfy curriculum requirements, and at the same time, satisfy their needs for love, belonging, power, and fun. (Burke, 1995,p.2).

Concepts such as respect, responsibility, empathy, self-control, and independence are necessary to develop good character traits. These concepts are important in developing social skills but prove to be difficult for students to appreciate and understand. Since Glasser's book

Control Theory in the Classroom (1986) and Goleman's book Emotional Intelligence (1995), more intervention programs have been implemented in the classroom.

Teachers can set the climate for a sharing, cooperative classroom by modeling pro-social behaviors and by helping students act responsibly. In addition, teachers in restructured schools should be less concerned with maintaining control and more concerned with empowering students to take responsibility for their own behavior. (Burke, 1995)

Two other important components in an effective intervention plan are parent involvement and community service. "Small schools, caring adults, community service, and parent involvement can foster the virtues of empathy and self-discipline in our students from preschool through high school." (Berreth, D., and Berman, S. (1997).

> Emotional intelligence is a different way of being smart. It includes knowing what your feelings are and using your feelings to make good decisions in life. It's being able to manage distressing moods well and control impulses. It's being motivated and remaining hopeful and optimistic when you have setbacks in working towards goals. It's empathy, knowing what the people around you are feeling. And it's social skill, getting along well with other people, managing emotions in relationships, being able to persuade or lead others.
> (Goleman 1996, as cited in O'Neil 1996, p.6)

CHAPTER 2

PROBLEM DOCUMENTATION

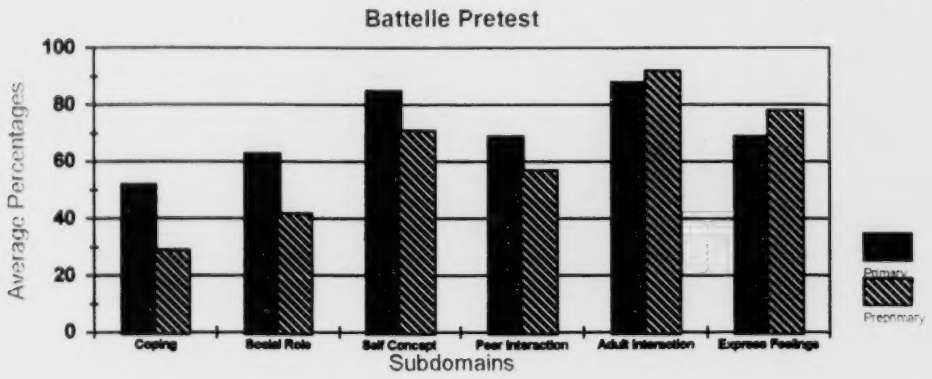
Problem Evidence

In order to document the degree of deficiency of age appropriate social skills, parent questionnaires, standardized inventories of social and cognitive skills, authentic assessment checklists, and teacher observations were used.

The targeted population of 24 students was involved in the collection process. Of the 24 students, 5 were from School A at the preprimary level, 7 were from School B at the preprimary level, and 12 were from School B at the kindergarten first grade level. The number of students selected from each class was determined by deciding an average number of students in each group that would be most likely to experience more social and academic success as a result of this study. The students were selected because they exhibited poor peer and adult interactions, a lack of self control, a negative approach to learning, and an inability to be risk takers in the classroom. A daily log was kept at each site to document observable social skills for each level. During the first month of school, tests were administered which helped determine where the targeted students were functioning socially. Scores indicated that most of the students scored below age level in social skills.

The results shown in the graph in Figure 1 indicate that the students began the school year with deficits in coping skills and the inability to define their social roles. The total population of the four classrooms were sampled. A greater portion displays personal social deficits in the areas of peer interaction and the ability to stay on task. After reviewing the data researchers suggest that these identified deficit areas will be most emphasized during the course of the action.

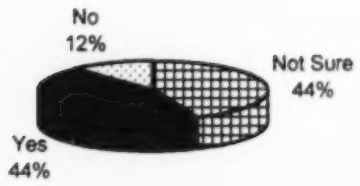
Figure 1



The targeted students were given the Battelle Developmental Inventory during Block I of the intervention plan. The researchers used the results from the personal social domain to gather baseline data on the students. The subdomains are coping, social role, self concept, peer interaction, adult interaction and expression of feelings. The targeted students scores were grouped in two age levels; preprimary (3 and 4 year olds) and primary (5 and 6 year olds). The lowest average percentages of the six subdomains were coping, social role and peer interaction.

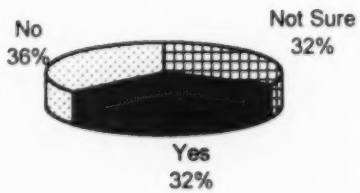
The two primary level researchers from Site B created an intrapersonal survey. During Block I, this survey was administered to the 41 primary students because of their maturity level. The percentages of two questions from this survey are shown in Figures 2.1 and 2.2.

Figure 2.1



The 41 primary students were asked the question "Do you think you are well liked by the other children in the classroom?" The high incidence of students who responded "Not sure" is a strong indicator that these students are lacking in self confidence and self esteem and perceive themselves as not functioning socially and or cognitively as well as their peers.

Figure 2.2



Of the 41 primary students asked the question "Do you get angry a lot?" 32% responded yes, 36% responded no and 32% responded not sure. The researchers at the primary level indicate one probable cause to be that many of the students have not been taught strategies used for self-control and resolving conflicts.

The Work Sampling System is the assessment tool used for the targeted students at Site A and Site B. Portfolio checklist and summary reports are the two main parts of this assessment tool. The 7 domains assessed are Personal Social, Language Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, Arts, and Physical Development. The researchers chose five components of the Personal Social domain, which are closely related to our intervention strategies. The checklist is marked according to teacher observation of student development and indicates development of these components as "Not Yet", "In Progress", and "Proficient". Table 1. shows baseline data collected from the five chosen components of the Personal Social domain from the Work Sampling System checklist.

High numbers of "Not yet" are seen in these components: Self Control, Approach to Learning, Interactions in Groups, and Conflict Resolution. The need for intervention strategies in the areas of self control, self-concept, interpersonal interaction, and intrapersonal perceptions are reinforced by the numbers displayed in Table 1.

Table 1. Personal and Social Development: Work Sampling Checklist

	Not Yet	In Process	Proficient
Self Concept	21	36	11
Self Control	27	30	11
Approach to Learning	28	29	11
Interactions			
A. With Others	17	44	7
B. In Groups	31	24	13
C. Showing Empathy	19	40	9
Conflict Resolution	27	36	5

Probable Cause

The literature offers several considerations for the deficiency of social skill acquisition. It also speaks to the long term impact that a lack of emotional wellness has on individuals and society.

Much of the literature suggests a great link between early brain development and emotional wellness. The part of the brain that deals with emotion is referred to as the amygdala, located in the limbic portion of the brain behind the eyes; it acts as a storehouse of emotion. Without the function of the amygdala, life would lack personal meanings (Goleman, 95).

> The emotional brain scans everything happening to us from moment to moment, to see if something that happened in the past that made us sad or angry is like what is happening now. If so, the amygdala calls an alarm-to declare an emergency and mobilize in a split second to act. And it can do so, in brain time, more rapidly than the thinking brain takes to figure out what is going on, which is why people can get into a rage and do something very inappropriate that they wished they hadn't. It's an emotional hijacking. (Pool, 1997)

It is not surprising given the physical relationship between emotion and action that children who experience a chronic exposure to sad, violent or stressful situations have a difficult time concentrating on learning and controlling impulsive response. These children are experiencing constant interference from the amygdala. Further brain research indicates that children who are deprived of an emotionally nurturing environment have brains that develop 20% to 30% smaller than those children who are not deprived of an emotionally nurturing environment. (Time, "Fertile Minds", 1997). The February 1997 article in Time magazine entitled "Fertile Minds" states that by the age of three, a child who has been neglected or abused bears emotional deficits that are hard to erase. This correlates to the emotional pathways that are firmly ingrained in the emotional part of the brain, the amygdala.

While brain research seems to be the key of unlocking the relationship between the environment and biological response to the environment, resiliency is the path along which we must follow if we want to develop emotional wellness despite environmental stress and adversity (Novick, 1998). "We are all born with the innate capacity for resilience..."(Bernard, 1995). This statement alone validates the relevancy of teaching social skill strategies such as problem solving, autonomy and self-esteem to children that come into our classroom from emotionally at risk environment (Bernard, 1995). The problem we face is that children come to us with the ability to become resilient but lack the strategies which would allow them to be.

Of further relevance to the need for emotionally intelligent education is the long term effect that deficiency in this area has on life long experiences. Poor social skills have been directly linked to unemployment, underemployment and job loss. A 1990 report by Johnson and Johnson states that lack of social skill was responsible for 90% of job losses. Employers rate interpersonal skills as more important than vocational preparation (Elksnin and Elksnin, 1994). If we are to adequately prepare our children to be productive members of a future work for a future we must include social skills development in our educational practices. Elksnin and Elksnin (1998) contend that children who do not acquire appropriate social skills have lower chances to succeed in school, become employed or be a socially adjusted adult.

Many other societal factors further validate the need for emotional wellness development in our classrooms. A dramatic increase in violence has created complacency towards violence and abuse. Children are desensitized to their pain and the pain violence inflicts on those around them. The American Psychological Association (1993) reported that children are committing violent acts at younger ages than ever before (Elksnin and Elksnin, 1998). Societal

emphasis on self and material possessions has also worked to create a population of empathy lacking children. Our students are caught in the trap of instant gratification. Alongside this egocentricity is the lack of civic value and disenchantment with government.

If we leave social skills out of the educational loop, we run the risk of turning out students who lack the ability to trust and help others and who are unable to see meaningful opportunities for their future. Without emotionally intelligent children our society will be hopeless, helpless, and powerless (Bereth and Berman, 1997).

Finally, research indicates that children come into the educational arena lacking important biological and social components. "Students show up for school unfed, malnourished, angry, apathetic, stressed, threatened, and sleepy" (Jensen, 1998). All of these factors work together with societal factors to create more violent, stressed, and unfocused students. We must include social skills instruction and develop emotional wellness in our children in order to educate well balanced members of society and motivated learners.

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

Recent research supports the importance of developing emotional intelligence of young children in the early years. Due to the research findings, more emphasis has been placed on early intervention strategies such as conflict resolution, cooperative learning, impulse control, and transfer and reflection of learned materials. By facilitating social skill development in young children, they are able to acquire skills for all future life situations (Anderson & Prawat, 1983). It is the goal of this project to implement strategies to encourage long term emotional intelligence.

Social problem solving, or conflict resolution, is a process where young children achieve mutually acceptable solutions (Dinwiddie, 1994). The teacher facilitates this process until the students are able to achieve the solutions without help. The facilitators role is to focus on behaviors, desires and feelings rather than on the good or bad child (Dinwiddie, 1994).

A well-developed problem-solving program for children enables them to know when, where and how to use appropriate social problem solving techniques (Elksnin, 1998). Possible steps might include defining the problem, identifying solutions, selecting alternatives,

predicting an outcome, and evaluating the outcome. These steps have been effectively used with children preschool age and older to manage and control their behaviors and learn to problem solve in social situations (Elksnin, 1994).

According to Rheta DeVries and Betty Zan, these social problem solving skills or negotiations have varying levels of understanding. At level 0, negotiations tend to be physical and impulsive. At level 1, negotiations are viewed one perspective at a time. At level 2, the child can understand the give-and-take of play. In level 3, the children reach mutually satisfying results during play (DeVries, 1996).

Most social problems can be the result of a child's frustration and stress. Most teachers effectively deal with stress throughout daily activities. When explaining to a child why we do not hit when we are angry, or that running is for outside, the teacher is helping the child control and master his feelings. This mastery leads to a feeling of success in the group (Furman, 1995). The role of the teacher while dealing with stress is to help the student verbalize his feelings to others. When the child can verbalize to others, conflicts that arise can be dealt with to achieve mutually gratifying solutions (Furman, 1995).

In 1991, the Committee for Children produced Second Step. A curriculum for educators that is designed to decrease frustration and stress levels and increase social skills. The committee has a scaled down version for preschool and kindergarten that uses relaxation techniques, such as deep breathing and self statements. With proper guidance, these and other techniques can provide a proper groundwork for future behaviors (Committee for Children, 1991).

While providing guidance, the facilitators job is to be aware of attitudes which promote attainment of social problem solving. First, children need to be aware that conflicts are not always negative. Conflicts happen to adults as well as children and often lead to positive, innovative results. Second, the facilitator should avoid blame. In order to be objective, the facilitator acknowledges the problem and suggests possible solutions which are mutually accepted. Last, the facilitator must generate goals she wishes the students to accomplish (Dinwiddie, 1994). When facilitators become aware of these attitudes, trust is established between the students and the teacher. This process holds the children's interest because it addresses their own problems. Children learn best through hands-on experiences that can be taught by using cooperative learning. The students are learning what they can do rather than what they cannot do (Dinwiddie, 1994).

When cooperative learning first evolved, many thought it was a passing instructional phase. Today, however, numerous studies documented by Slavin, Johnson and Johnson and others show the powerful effects of cooperative learning in the classroom. Cooperative learning is the only instructional method used today which shows such a high quality and quantity of success highlighted in its research (Bellanca, 1991).

Cooperative learning is used to promote social skills in students while focusing on academic content. In cooperative learning, a small group of students work together to accomplish a shared goal while also obtaining individual accountability. It is important for teachers to observe interaction and participation patterns of all group members. Behaviors, such

as asking questions or expressing feelings, encouraging members to participate, contributing ideas, listening, helping other group members, and expressing support, warmth, liking or acceptance, need to be observed in order to promote prosocial behaviors (Maag, 1995).

According to Quinn (1995), there are many procedural elements essential to cooperative learning. These elements include: setting clear objectives, giving clear and complete directions, forming heterogeneous groups, establishing positive interdependence within groups, giving students access to "must learn" information, providing for individual accountability, providing for public recognition awards for group and individual accomplishments, ensuring equal opportunity for success, giving explicit attention to the development of prosocial skills, and providing opportunities for students to reflect on and evaluate the process of their group's interaction. Above all the teacher should act as a facilitator.

With the reinforcement of peers, students with antisocial behaviors increase their social skills through cooperative learning activities (Quinn, 1995). The heart of a cooperative classroom has aspects such as sharing, participating, helping, planning and working together. Students have greater opportunities for self-discipline due to the level of involvement and ownership that cooperative learning provides (Freiberg, 1996).

Etzioni (1983) defined self-discipline as a concept that involves organization, mobilization, and commitment. Within each category themes of concentration, impulse control, motivation, and the ability to deal with stress are prominent. At the center are self and the individual ability to use all parts of the concept for development of control. The impact that this has in regard to learning is far reaching and of great relevance to present educational practice. Research suggests that people who feel as if they are in control are more likely to draw on

previous learning to help in the acquisition of new learning. The use of self-discipline has also been linked to an increase in class participation, improved test performance, and a delay in self-gratification (Rogus, 1985). Students who feel they have a vested personal interest in their learning and classroom are more likely to uphold classroom rules and have a higher sense of community. Student competency flourishes when classroom activities have relevance to the individual child (Solomon, 1997).

A key strategy for developing self-discipline is to teach a process referred to as self-monitoring. Students learn to identify and record occurrences of targeted problem behaviors. It provides students with new ways of thinking about their behavior and reinforces the idea that the individual is in control. In order for self-monitoring to be successful students must be able to differentiate between the targeted behavior and other behaviors. (Graham, Harris, & Reid 1992) Students must also learn a series of procedures to help in management of the targeted behavior. Self-monitoring is an organized process of managing behavior in which the individual is committed to applying the process to a variety of situations. It ties into the key concepts which define self-discipline and can be applied throughout life.

Once the individual has committed to a set of core values and developed the process for which to manage behavior he must also be able to discern the feelings and perspectives of others. An article in the May 1997 issue of Educational Leadership identifies empathy as a concept that must go hand in hand with self-discipline.

> Empathy and self-discipline provide the foundation for which people build moral behavior. Without these skills, we run the risk that schools will become locked-down, oppressive institutions built around fear rather than responsiveness. Nurturing empathy and self- discipline is our best hope for establishing an ethic rooted in shared rights and responsibilities. (Berreth & Berman, 1997)

The article further states that these two concepts must be taught within a developmentally appropriate context as their meaning for an individual varies according to age, experience, and life stage.

Self-discipline and empathy must be given consideration in the development of an emotionally balanced classroom. Glasser's control theory identifies four basic emotional needs for power, belonging, freedom, and fun. "All behavior is our best attempt at the moment to control ourselves."(Bodine & Crawford 1999) Through the instruction of self-discipline and empathy skills we equip our students with necessary tools for meeting their emotional needs. We give them the process to manage their own behavior that puts them in control. Once in control they are intrinsically motivated to learn, thus providing freedom. While employing self-discipline and empathy skills students are more likely to be accepted as valid members of the classroom community that meets their needs of belonging and fun. "When these needs are met in the classroom, students want to learn and to achieve the highest standards."(Rogers & Renard 1999) Self-discipline and empathy are two of many key strategies that aid in developing emotionally intelligent future members of society.

Feelings, attitudes, and dispositions play a vital role in metacognition. Barell states, "Thinking involves not only cognitive operations but the dispositions to engage in them

when and where appropriate" (as cited in Costa, Bellanca and Fogarty, 1992). The link between metacognition and transfer is crucial. The ability to transfer knowledge or skills from one situation and apply it to another will only evolve if an awareness of the skill is present. Metacognition allows for the monitoring and the assessment of thinking strategies.

Borkowski's (as cited in Costa, Bellanca and Fogarty, 1992) recent research shows evidence that emotions affect how students think about themselves as learners. This evidence is important, because how students perceive themselves has a direct impact on how they engage in metacognitive behavior. The increased consideration given to the connection between emotions, learning and metacognition has led researchers to include motivation, self-esteem and self-efficacy into their conceptual frameworks. It has helped to promote awareness of what is involved in creating classrooms that support students' independence of thought.

Emotions affect thinking about self. This in turn initiates metacognition which leads to the transfer of knowledge and skills. These work together forming a precedent setting cycle for acquiring social skills such as self control, empathy, conflict resolution and collaboration with others. This cycle should be a priority when creating a classroom setting that meets the needs of all students.

Project Objectives and Processes

After the review of literature on the topic, the following project objective is proposed:
As a result of the use of strategies to improve social and emotional competence, during the period of August 1999 to December 1999, the targeted multi age prekindergarten through first grade students will exhibit a decrease in antisocial behavior.

In order to accomplish this project objective, the following processes are necessary:

1. A series of learning activities that address anger management and conflict resolution.

2. A series of learning activities which develop team building and cooperative learning.

After the review of literature on this topic, the following project objective is proposed:

As a result of the use of strategies to improve social and emotional competence, during the period of August 1999 to December 1999, the targeted multi age prekindergarten through first grade students will exhibit an increase in self-motivation.

In order to accomplish the project objective, the following processes are necessary:

1. A series of learning activities that develop personal responsibility.

2. A series of learning activities that develop intrapersonal reflection.

After the review of literature on this topic, the following project object is proposed:

As a result of the use of strategies to improve social and emotional competence, during the period of August 1999 to December 1999, the targeted multi age prekindergarten through first grade students will increase appropriate choice making skills.

1. A series of learning activities that will increase impulse control.

2. Classroom activities which are designed with the intent of student transfer of learned skills.

3. A series of activities that will encourage the purposeful use of classroom materials.

Project Action Plan

Within the first four weeks of school, the researchers conducted pre-tests on the students in the targeted groups and sent home a parent questionnaire (Appendix B). The researchers also began using the Work Sampling Checklist (Appendix A) to assess the students social skills in the beginning of the year.

The first four weeks was also used by the researchers to gather other information through student journals, anecdotal records and teacher reflections (Appendix C). At this time, the Second Step program began to be implemented into the classrooms at site A and site B. Through the use of the Second Step program, rules and consequences were developed to help establish a sense of classroom community.

By the end of the fourth week, the researchers were ready to implement the remaining portion of the action plan. The complete action plan is as follows:

Block 1 Week 1- Week 4

Aug. 2- Aug. 27 School B

Aug. 30- Sept. 24 School A

I. Pre-Testing

A. Battelle

B. Work Sampling Checklist (Appendix A)

II. Information Gathering

A. Student Journals

B. Parent/Student Questionnaire (Appendix B)

C. Observation Checklists and Teacher Reflections (Appendix C)

III. Development of Self-Concept

A. Empathy Training- Second Step

B. Feelings Indicator Checklist (Appendix D)

IV. Development of Community

A. Team Building

B. Empathy Training- Second Step

Block 2 Week 5- Week 8

Aug. 30- Sept. 24 School B

Sept. 27- Oct. 22 School A

I. Interacting with Others

A. Cooperative Learning

1. Team Building (Appendix E and F)

B. Manners

II. Development of Self-Control

A. Impulse Control- Second Step

B. Positive Choices

III. Information Gathering

A. Teacher Reflections

1. Teacher Journals

2. Base Group Reflections

B. Checklists

1. Observational

2. Work Sampling

Block 3 Week 9- Week 12

Oct. 25- Nov. 19

Schools A and B

I. Anger Management

A. Conflict Resolution

B. Problem Solving When Working Cooperatively

II. Participation in Class Routines

A. Approach to Learning

B. Student Initiative

C. Self Direction

III. Student Application of Social Skills

A. Teacher Observations

1. Reflections

2. Journals

3. Discussions

B. Developing Student Awareness

1. Development through conversations

a. Student: Student

b. Student: Adult

2. Student Self-Check

3. Student Reflections/Journals (Appendix G)

4. Portfolio Review

Block 4 Week 13- Week 16

Nov. 22- Dec. 17

Schools A and B

I. Post-Testing

A. Battelle

B. Work Sampling Checklist

II. Information Processing

A. Test results and tallying of daily charts

B. Checklist results

D. Portfolio review

III. Continue Student Awareness of Transfer

A. Application of Social Skills

1. Empathetic toward self and others

2. Interaction with others

3. Listening skills

B. Application of Second Step Strategies

1. Sharing

2. Helping

3. Caring

Methods of Assessment

Methods used to assess the effects of the intervention were teachers' discipline, anecdotal records, teachers' journal entries, Battelle testing, Work Sampling Checklist, parent survey, student survey, teacher reflection and student reflection, previous teacher's reflections and observational checklists. There will be a review of the collected data gathered from our intervention plan at the end of each block. Four review sessions will be conducted to allow researchers the opportunity to analyze, discuss and compare the collected data. In addition, weekly teacher journals will be used to interpret the progress of the targeted students from a different perspective.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objectives of this research project were to decrease antisocial behavior, increase self-motivation and increase appropriate choice making skills. In order to establish evidence of the problem and to determine student's areas of needs, pretests were administered during the first Block of the action plan. These pretests assessed self concept; self control, interactions with others, and approach to learning. Based on the results of these pretests and information gathered from surveys, journal reflections, teacher observations, parent and student questionnaires, a variety of intervention strategies were implemented.

In order to accomplish the project objectives, a series of learning activities that develop interpersonal and intrapersonal reflection began during the first week of school. The Second Step program provided empathy training. An emphasis was placed on increasing the awareness of feelings. Daily feeling indicators, journal reflections, songs, t- charts, and webs were used to develop these concepts. Careful consideration was used to create a sense of community in the classroom. Adjustments were made to the physical environment, class job roles were established, and student created rules were generated. Team building skills were introduced through the formation of cooperative groups. Cooperative learning was incorporated into lessons

three times a week. Team building activities in Block I included people searches, "Teamwork Looks Like/Sounds Like" t-charts, team reflections, team surveys, me/we bags, and making team rules.

Interpersonal and intrapersonal reflection as well as personal responsibility were the project objectives focused on in Block II. The Second Step program continued with a review of empathy training and the introduction of methods for the development of self control. Cooperative learning activities provided practice in interpersonal strategies and provided a venue for intrapersonal reflections.

Anger management, participation in class routines and student application of social skills were the project objectives focused on in Block III. Cooperative lessons and activities revolved around helping the students practice self control, problem solving with self, peers, and others, persistence in task operations, assuming classroom rules without prompts, and making independent choices.

Post-tests, information processing and the continued awareness of student transfer were the project objectives for Block IV. Information processing data was collected from the Work Sampling Checklist, Battelle Post-Tests, a portfolio review, tally's of team work surveys and questionnaires. The students' awareness of transfer was monitored through their application of social skill and the continuation of Second Step training in empathy, impulse control and anger management.

The Second Step program was an important part of this intervention plan. It not only served as the training tool for the students, but it became the bridge between skills introduced and practiced and how the students transferred the skills.

Due to the student's expressive language level deficit in Classroom A, the teacher relied heavily on using pictures and role playing to foster a beginning understanding of the relationship between facial expressions and feelings. A new facial expression and feeling was introduced weekly in Block I. In Classroom B, the daily feelings indicator was incorporated into the daily routine, by having the children choose the correct facial expression card (happy, sad, angry, mad, and other) and place it in their pocket on the Feelings Indicator Chart. The children were asked why they chose a particular card and the teacher recorded their response on the Feeling Indicator Checklist. In Classrooms C and D, the Feeling Indicator was used as part of the morning sign-in process. When students signed in for the day, they also marked an individual Feelings Indicator Checklist to record their feelings as they began their day. These checklists were used as part of the class oral reflection for the week.

The students of Classroom A received Second Step training, taught by the teacher, for ten minutes daily. Classroom B students were taught Second Step concepts twice a week in ten to twenty minutes sessions, by the teacher. A whole group oral reflection was completed at the end of each session. In Classroom C, students received training once a week for thirty minutes. These sessions were taught by the teacher associate and were followed up with opportunities to role play related scenarios and to reflect either orally in whole group or through entries in a journal. Classroom D students also received training once a week for thirty minutes and had many opportunities to role play, relate concepts to everyday situations and reflect orally or through journals, but the instruction was given by a trained parent.

In Block III of the intervention the students in classroom B, C and D began monitoring impulse control. Classroom B accomplished this through verbal response. Classroom C and D used the daily Impulsive Puppy/Slow Down Snail Checklist.

The cooperative learning method linked the teaching of social skills and the students' cognitive development during the intervention period. Cooperative learning was introduced by encouraging interactions among the students that enabled them to get to know each other better, to model what a good learning environment is and to begin learning teambuilding social skills. People searches, individual pictorial mind maps, student created team rules and the focus on the cooperative structure of Think/Pair/Share are activities that were used during this part of the intervention. Cooperative base groups were established in Classrooms C and D, used throughout the entire intervention time frame. Also, special teams were formed for special activities and projects. Pairs were used exclusively in Classrooms A and B. This structure enabled the teachers to model appropriate play interactions, entrance to a playgroup, turn taking and conflict resolution strategies. Toward the end of the intervention period, the pair structure was used in project and daily lessons.

In the classes, there were changes in the class population and teaching staff. Also of relevance, was a change of location within the building of classroom A during the intervention. The researchers feel these changes had an effect on the overall success of both adult and peer interactions and on the daily routine. New staff in each class caused students to challenge the authority the adults present. As the changes occurred, the intervention strategies were reintroduced to the children as well as to the new staff members.

Presentation and Analysis of Results

In order to assess the effects of emotional intelligence in the multiage classroom, student surveys and the Work Sampling checklist were used through out the intervention. These data are presented in Tables 2-4 and will be addressed separately.

Table 2

Do you think you are well liked by the other children in the classroom?		
	Fall	Winter
Yes	44%	63%
No	12%	22%
Not Sure	44%	15%

The 41 primary students were asked the question "Do you think you are well liked by the other children in the classroom?" The student response of "Yes" increased from 44% to 63%. The student response of "Not Sure" decreased from 44% to 15%. These numbers indicate that the students have gained self confidence and self esteem. Their perceptions of how well they function socially and cognitively with their peers have improved.

Table 3

Do You Get Angry A Lot?		
	Fall	Winter
Yes	32%	34%
No	36%	54%
Not Sure	32%	12%

Of the 4 primary students asked the question, "Do you get angry a lot?" 34% responded "Yes", 54% responded "No" and 12 % responded "Not Sure". The researchers at the primary level indicate one probable cause to be that the strategies used for self control and conflict resolution have been taught and implemented throughout daily activities.

Table 4

Work Sampling Checklist						
	Not Yet		In Process		Proficient	
	Fall	Winter	Fall	Winter	Fall	Winter
Self Concept	21	6	36	44	11	15
Self Control	27	14	30	45	11	16
Approach to Learning	28	5	29	45	11	21
Interactions						
A. With Others	17	3	44	43	7	19
B. In Groups	31	5	24	44	13	16
C. Showing Empathy	19	7	40	43	9	15
Conflict Resolution	27	3	36	52	5	10

The intervention strategies used for increasing student Emotional Intelligence appeared to have had a positive effect. In all of the areas, the students showed the most significant growth in Approach to Learning and in Conflict Resolution. These numbers increased on average of 16 students in the "Not Yet", "In Process" and "Proficient" area on the checklist. The post data compiled from the Work Sampling Checklist indicates an overall decrease in the "Not Yet" area and an overall increase with "In Process" and "Proficient".

Conclusions and Recommendations

In the Personal and Social domain of the Work Sampling Checklist, the number of "Not Yet" recorded was significantly decreased. Classroom observations and teacher anecdotal notes also reported a marked change in the positive choices made during the school day, a more enthusiastic approach to learning and a sense of personal success. Many of the students made progress cognitively. This could be attributed to emotional growth, natural maturity and the daily Second Step training of awareness of feelings, impulse control and conflict resolution.

All classrooms reported the presence of more cohesive cooperative learning groups, longer periods of time on tasks and more appropriate interactions with peers and adults. By teaching team building, social skills and providing opportunities for practicing these skills, the students were able to make more appropriate interactions with others and were able to verbally transfer the taught skills.

The researchers recommend the Second Step program and cooperative learning be used to enhance the emotional intelligence of the students. The researchers recommend that student reflections be used daily and teacher reflections be used weekly. By using reflections on a consistent basis, the teachers are better able to monitor the students emotional progress. The researchers were not satisfied with the checklists and surveys found to monitor students progress. The researchers had to provide time to create their own. Now that Developing Emotional Intelligence has become an integral part of Early Childhood Education, resources are becoming more readily available to assist in documenting and assessing student progress.

The researchers agree that multi age classrooms are more conducive to fostering emotional intelligence in students through the use of these intervention strategies. It is also recommended that these strategies begin in the preprimary level to help build the foundation for future success.

It is recommended that a plan with clearly defined goals, objectives and expectations is implemented during the first week of school. There should be adequate time provided to teach, learn and practice these skills on a daily basis. These skills should be integrated into all curriculum areas and classroom structures. The plan needs to be constructed in a manner to allow flexibility for the teacher, the students and the changes within the classrooms. It is recommended that the future use of this intervention plan be implemented over an entire school year. The advantage of having students for two years in a multi age setting allows for returning students to continue to practice, teach and model previously taught skills. This in turn provides for the scaffolding of knowledge from returning students to the new students.

This intervention plan has impacted the researchers in many positive ways. Patience, compassion and understanding were more prevalent in the daily outlook. An increased awareness of not only what the behavior was but why the behavior was occurring made it easier to address the problem more appropriately. The classroom atmosphere had a sense of community and a stronger sense of belonging. The increase in cooperative learning not only aided in the positive interactions among the students and provided meaningful learning experiences. It also impacted the cognitive development and the disposition to learning.

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Appendices

Appendix A
Work Sampling Checklist- Pre-primary

I Personal and Social Development

A Self concept

1 Begins to show comfort with self as someone growing in skills and abilities (p.1)

2 Starts to show self-direction in actions (p.1)

B Self control

1 Follows classroom rules and routines (p.1)

2 Uses classroom materials purposefully and respectfully (p.2)

3 Manages transitions (p.2)

C Approach to learning

1 Shows eagerness and curiosity as a learner (p.2)

2 Selects one activity from several suggested alternatives (p.2)

3 Approaches tasks with flexibility and inventiveness (p.2)

4 Seeks help when encountering a problem (p.3)

D Interactions with others

1 Interacts with one or more children (p.3)

Interacts with familiar adults (p.3)

Participates in the group life of the class (p.3)

Participates and follows simple rules in group activities (p.3)

Shows empathy and caring for others (p.4)

Conflict resolution

Seeks adult help when needed to resolve conflicts (p.4)

F W S

Not Yet
In Process
Proficient

I Personal and Social Development

A Self concept

1 Begins to show comfort with self as someone growing in skills and abilities (p.1)

2 Shows some self-direction in actions (p.1)

B Self control

1 Follows classroom rules and routines (p.1)

2 Uses classroom materials purposefully and respectfully (p.2)

3 Manages transitions (p.2)

C Approach to learning

1 Shows eagerness and curiosity as a learner (p.2)

2 Chooses new as well as a variety of familiar classroom activities (p.2)

3 Approaches tasks with flexibility and inventiveness (p.2)

4 Persists in a task and seeks help when encountering a problem (p.3)

D Interactions with others

1 Interacts easily with one or more children, beginning to play or work cooperatively (p.3)

2 Interacts easily with familiar adults (p.3)

3 Participates in the group life of the class (p.4)

4 Participates and follows simple rules in group activities (p.4)

5 Shows empathy and caring for others (p.4)

E Conflict resolution

1 Seeks adult help when needed to resolve conflicts (p.4)

2 Uses words to resolve conflicts (p.5)

F W S

Not Yet
In Process
Proficient

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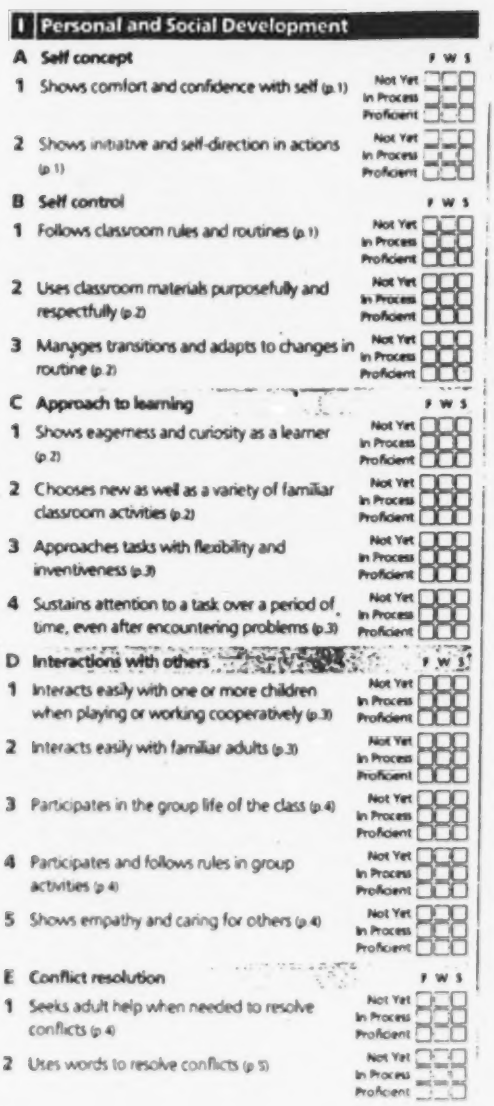
Appendix A
Work Sampling Checklist- Primary



I Personal and Social Development

A Self concept — F W S

1 Shows comfort and confidence with self (p.1) — Not Yet / In Process / Proficient

2 Shows initiative and self-direction in actions (p.1) — Not Yet / In Process / Proficient

B Self control — F W S

1 Follows classroom rules and routines (p.1) — Not Yet / In Process / Proficient

2 Uses classroom materials purposefully and respectfully (p.2) — Not Yet / In Process / Proficient

3 Manages transitions and adapts to changes in routine (p.2) — Not Yet / In Process / Proficient

C Approach to learning — F W S

1 Shows eagerness and curiosity as a learner (p.2) — Not Yet / In Process / Proficient

2 Chooses new as well as a variety of familiar classroom activities (p.2) — Not Yet / In Process / Proficient

3 Approaches tasks with flexibility and inventiveness (p.3) — Not Yet / In Process / Proficient

4 Sustains attention to a task over a period of time, even after encountering problems (p.3) — Not Yet / In Process / Proficient

D Interactions with others — F W S

1 Interacts easily with one or more children when playing or working cooperatively (p.3) — Not Yet / In Process / Proficient

2 Interacts easily with familiar adults (p.3) — Not Yet / In Process / Proficient

3 Participates in the group life of the class (p.4) — Not Yet / In Process / Proficient

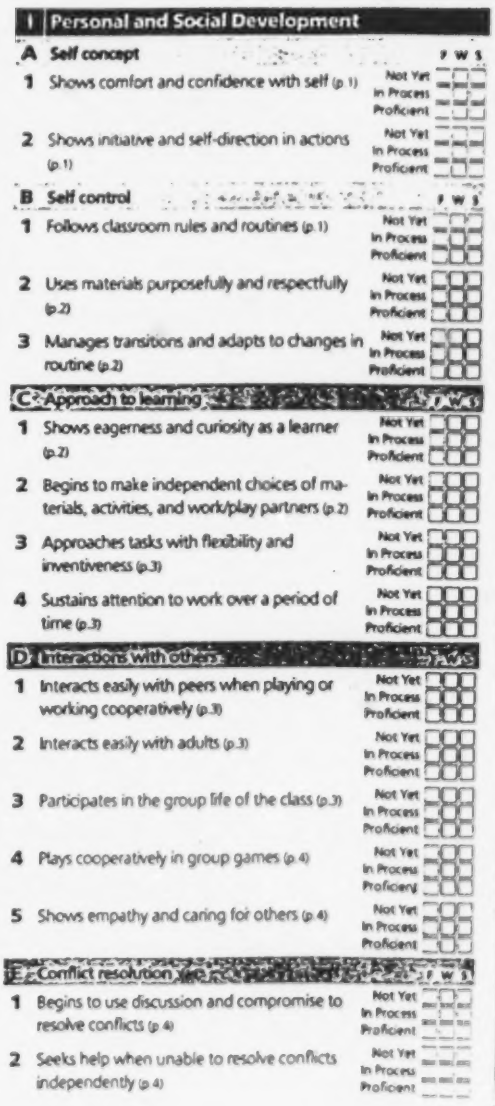
4 Participates and follows rules in group activities (p.4) — Not Yet / In Process / Proficient

5 Shows empathy and caring for others (p.4) — Not Yet / In Process / Proficient

E Conflict resolution — F W S

1 Seeks adult help when needed to resolve conflicts (p.4) — Not Yet / In Process / Proficient

2 Uses words to resolve conflicts (p.5) — Not Yet / In Process / Proficient



I Personal and Social Development

A Self concept — F W S

1 Shows comfort and confidence with self (p.1) — Not Yet / In Process / Proficient

2 Shows initiative and self-direction in actions (p.1) — Not Yet / In Process / Proficient

B Self control — F W S

1 Follows classroom rules and routines (p.1) — Not Yet / In Process / Proficient

2 Uses materials purposefully and respectfully (p.2) — Not Yet / In Process / Proficient

3 Manages transitions and adapts to changes in routine (p.2) — Not Yet / In Process / Proficient

C Approach to learning — F W S

1 Shows eagerness and curiosity as a learner (p.2) — Not Yet / In Process / Proficient

2 Begins to make independent choices of materials, activities, and work/play partners (p.2) — Not Yet / In Process / Proficient

3 Approaches tasks with flexibility and inventiveness (p.3) — Not Yet / In Process / Proficient

4 Sustains attention to work over a period of time (p.3) — Not Yet / In Process / Proficient

D Interactions with others — F W S

1 Interacts easily with peers when playing or working cooperatively (p.3) — Not Yet / In Process / Proficient

2 Interacts easily with adults (p.3) — Not Yet / In Process / Proficient

3 Participates in the group life of the class (p.3) — Not Yet / In Process / Proficient

4 Plays cooperatively in group games (p.4) — Not Yet / In Process / Proficient

5 Shows empathy and caring for others (p.4) — Not Yet / In Process / Proficient

E Conflict resolution — F W S

1 Begins to use discussion and compromise to resolve conflicts (p.4) — Not Yet / In Process / Proficient

2 Seeks help when unable to resolve conflicts independently (p.4) — Not Yet / In Process / Proficient

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Appendix B
Parent/Student Questionnaire

Parent Questionnaire

1. Who is your child's best friend in the class?

2. Why is this your child's best friend?

3. What is your child's favorite activity at school?

   a. Centers
   b. Outside/recess
   c. Writing
   d. Music
   e. Activity Room
   f. Being a helper

4. What does your child like to do at home?

   a. Read
   b. Watch movies, cartoons, etc.
   c. Play outside- ride bike, run, go to the park.
   d. Other _____

5. What is your child's bedtime?

6. How long does it take your child to fall asleep once he/she is in bed?

   a. 0-15 min.
   b. 15-30 min.
   c. 30-45 min.
   d. 45-60 min.
   e. Other _____

7. Does your child fall a sleep with out assistance?

   a. Sometimes
   b. Rarely
   c. On occasion
   d. Explain _____

8. How well does your child initiate interaction with other children his/her age?

   a. Easily
   b. Reluctantly
   c. Hesitantly
   d. Seldom
   e. Other (Explain) _____

9. Does your child play with older or younger people?

10. Who does your child play with most at home?

    a. Siblings
    b. Neighbors
    c. Relatives (Cousins, aunts, uncles, etc.)
    d. Self and/or Parents

11. Check the items that your and/or your child have engaged in outside of school

    ____Visit the library
    ____Read Nursery Rhymes
    ____Sing songs
    ____Read bedtime stories
    ____Counting activities
    ____Play on a computer
    ____Fine motor skills (clay, play-doh, puzzles, etc.)
    ____Work on self help skills (clean-up, dressing self, etc.)

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Appendix C
Observation Checklist/Teacher Reflection

OBSERVATION CHECKLIST

Interpersonal								

Teacher Reflection

Teacher Reflection

Appendix D
Feelings Indicator-Pre-primary

Day:_____ Date:_____

Feelings Indicator Checklist

Name	happy	sad	mad	tired	other	Notes and observations

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Appendix D
Feelings Indicator-Primary

Name **Date**

Monday □		
Tuesday ○		
Wednesday △		
Thursday ⏢		
Friday ◇		

Comments:

Appendix E
Team Reflection

Team Reflection

Team name _____ Date _____

Team player _____

Today our team . . .

helped each other	
listened to each other	
completed our work	
used 6 inch voices	
made choices together	

Today, as a team player, I . . .

listened to others	
helped others	
stayed with my team and did my work	
used a six inch voice	
completed my job	
tried to do my best	

Our team worked on . . .

_____

_____

_____

Appendix F
Team Interview

TEAM INTERVIEW

1. What do you want to learn about?

2. What do you think the classroom rules should be?

3. What is your favorite center? Why? What do you like to do there?

4. What are things you like about our classroom?

5. What are things you do not like about our classroom?

6. What do you like about your team?

7. What do you want to change about your team?

8. What places would you like to visit as a class this year?

9. What do you think you do best at school?

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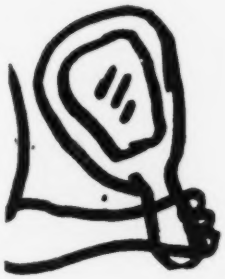
Appendix G
Student Reflection/Journal Entry

Name _____

Date _____



Reflection

I . . .

Activity _____